
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 2661 - Kensington Park Elementary School

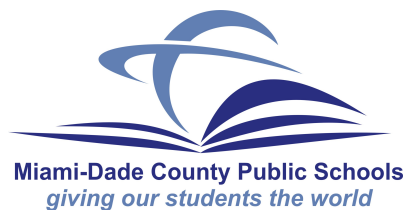
FeederPattern: Miami Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Genaro Navarro

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY

Kensington Park Elementary School

Of the 210 staff members at Kensington Park Elementary School, 173 participated in the Organizational Performance Improvement Snapshot survey, yielding results from personnel of varying job functions within the school. Relative demographics of the respondents are as follows: seventy-eight percent are full-time employees; eighty-seven percent are females; and over seventy percent of the respondents have been employed more than ten years with Miami-Dade County Public Schools. Based on the average scores for the various categories, it appears that the staff members of Kensington Park Elementary School find the organization's performance to be quite favorable.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 2 percentage point increase in the percent of students meeting high standards on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 51% of students meeting high standards in reading on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 2 percentage point increase in the percent of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 2 percent of the students scoring at or above Achievement Level 4.0 on the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by a 25 percentage point increase in the percent of students meeting high standards on the 2007 FCAT Science Test.

Given a schoolwide focus on parental involvement, parent participation in school activities and student learning will be solicited as evidenced by a 2% increase in the number of parents attending school-related events during the 2006-2007 school year as documented by event attendance logs when compared to the 2005-2006 school year.

Given a schoolwide focus on safety, the number of student injuries during the 2006-2007 school year will be reduced by 1% compared to the number of student injuries during the 2005-2006 school year as evidenced by the number of injury reports recorded in the Accident System.

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement throughout the 2006-2007 school year and promote lifelong learning.

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 1 percentage point on the 2007 administration of the FITNESSGRAM.

Given instruction using the Sunshine State Standards for Music and Art, the number of students in grades two through five participating in art contests and music events will increase 1% during the 2006-2007 school year as compared to the number of students who participated during the 2005-2006 school year.

Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004 to the 31th percentile on the next publication of the index.

Although the results of the Organization Performance Improvement Snapshot Survey yielded high averages in every category, the two categories with the lowest scores respectively were Strategic Planning and Process Management. Based on the items contained in these two categories, the organization can improve in the following areas: soliciting the ideas of all personnel, particularly non-instructional personnel, when planning the organization's vision and goals for the future; providing feedback specific to the job function of all personnel and how it impacts the overall performance of the organization.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Kensington Park Elementary School

VISION

All students at Kensington Park Elementary will meet or exceed grade level expectations as set by State Standards.

MISSION

The staff, students, parents, and community of Kensington Park Elementary School are dedicated to maximizing the potential of its learners. Achievement will be enhanced through high expectations, critical thinking skills, and cooperative learning strategies as we emphasize literacy throughout the curriculum. Kensington Park Elementary School will continue to uphold standards of educational excellence in a collegial learning environment.

CORE VALUES

The staff, students and community of Kensington Park Elementary School have a commitment to the following values:

- **COLLABORATION:** working together towards a common goal
- **COOPERATION:** assisting each other to reach a goal
- **TRUST:** building confidence through honest, ethical, and equitable actions
- **PROFESSIONALISM:** adhering to the highest of work standards through respectful and responsible actions
- **PRIDE:** developing positive attitudes about ourselves and our school's achievements
- **COMMUNICATION:** sharing needs, ideas, and beliefs about our mission

School Demographics

Kensington Park Elementary School is located in the northwest area of Miami-Dade County. It is an urban school in Regional Center IV. The school consists of approximately 1,300 students: 95.8 percent Hispanic; 2.5 percent White, 1.1 percent African American, and 0.6 percent Other. The school serves a very diverse learning community, with approximately 524 Limited English Proficient (LEP) students and approximately 288 Exceptional Student Education students. Our ESOL program services students in Kindergarten through fifth grades: 124 students in ESOL Level 1, 78 students in ESOL Level 2, 116 students in ESOL Level 3, and 206 students in ESOL Level 4. The Exceptional Student Education (ESE) program services students in Pre-K through fifth grades: 19 students in Pre-Kindergarten half day speech class, 78 students in Pre-K through grade 5 in self-contained classes, 153 students in K-5 inclusion and resource classes, and 57 students in the gifted program. Our school's attendance record for the 2005-2006 school year indicates that an average of 96 percent of students attend school on a daily basis. The school is equipped with a diverse and highly qualified instructional staff that is committed and devoted to serving the students and community of Kensington Park Elementary School. Current demographics of the staff are as follows: 28 percent White, 11 percent African American, and 67 percent Hispanic; 88 percent of the teachers are female and 12 percent are male; 37 percent have a Master's Degree; and 8 percent have a Specialist's or Doctorate's degree.

School Foundation

Leadership:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Leadership was the knowledge of the organization's mission, item 1a, whereas, the weakest in that section was the staff's opinion of the organization, item 1g. Based on aforementioned results, it is evident that the administration and the Educational Excellence School Advisory Council (EESAC) at Kensington Park Elementary School fosters an environment of professional collaboration among all stakeholders to create a learning environment that supports the school's vision and mission. The council accomplishes this by collaborating with site leadership and EESAC members through the form of monthly meetings on the third Wednesday of every month. The principal and the elective members of the EESAC use consensus management to improve student achievement.

District Strategic Planning Alignment:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Strategic Planning was knowing the organization's plans, item 2b and analyzing progress, item 2c,; whereas, the weakest in that section was the lack of staff input and ideas of the organization's future, item 2a. The administration, staff, and elected members of EESAC plan and act in accordance with district and state guidelines when developing the School Improvement Plan and setting goals and objectives that are aligned with the Sunshine State Standards in order to enhance and promote student achievement.

Stakeholder Engagement:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and mission of the stakeholders, item 3a,; whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Kensington Park Elementary School are provided opportunities to voice their concerns and suggestions in an effort to better the organization and ultimately improve services to staff, students, and parents. Maintaining a high level of customer satisfaction is one of Kensington Park's highest priorities.

Faculty & Staff:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Faculty and Staff/Human Resources were feeling safe in the workplace, item 5e, and the staff's ability to make changes that will improve their work, item 5a,; whereas the weakest in that section was encouragement for career advancement, item 5c and work recognition, item 5d. Kensington Park Elementary School's Teacher Mentoring Program adheres to the policies and procedures set forth in the District's PACES Manual. At the beginning of the school year, new teachers are identified and scheduled to participate in both district and school-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new positions. All new staff members are provided with a school tour and assigned a colleague teacher for the purposes of mentoring. Additional assistance is given by administration during informal and formal classroom visitations. In addition, the Reading Coach also provides assistance by modeling lessons for new teachers, offers training opportunities for specific reading strategies, and familiarizes new teachers with resources available on site and through the District.

Data/Information/Knowledge Management:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Data/Information/Knowledge Management/Process Management were the staff's knowledge in analyzing quality of work to make changes, item 4b, and the staff's knowledge in measuring the quality of work, item 4a; whereas the weakest in that section was staff members being informed of how the organization is doing, item 4f. At Kensington Park Elementary School the staff is monitored through PACES observations, Professional Development Plans (PDP), Certification guidelines, informal observations, and results from student achievement.

Education Design:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Process Management were collecting data regarding the quality of work, item 6b, and establishing good processes for doing the work, item 6c; whereas the weakest section was staff getting all the resources to do their job, item 6a. As a result of sound practices and processes that have been established and are continually reviewed and revised as needed, Kensington Park Elementary School has been able to provide a quality education to all students and a high level of customer service to all stakeholders.

Performance Results:

The September 2006 Organizational Performance Improvement Snapshot Survey reflects that our strongest items in the area of Performance/Business Results were stakeholder's satisfaction with staff members work, item 7a and the staff member's ability to meet all requirements with high degree of excellence, item 7b; whereas the weakest in that section was knowing the organization's finances, item 7c.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Improve reading skills among all students

Needs Assessment

An assessment of the 2005-2006 FCAT Reading Test data reveals that 69 percent of Students With Disabilities (SWD) did not score at or above grade level. As a result, this subgroup must improve their reading skills by a minimum of 20 percent in order to meet this year’s state requirements. The overall weakest content area for grade 3 and grade 4 students was Comparisons. The weakest content area for grade 5 students was Main Idea/Purpose.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a 2 percentage point increase in the percent of students meeting high standards on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students With Disabilities will improve their reading skills as evidenced by 51% of students meeting high standards in reading on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Reading Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine- week period throughout the 2006-2007 school year.	Principal, Assistant Principal, Reading Coach, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an inservice training on the 2006-2007 Comprehensive Research-Based Reading Program to K-5 classroom teachers.	Principal, Reading Coach and Assistant Principal	8/11/2006	8/18/2006	District-wide literacy plan	\$0.00
Collaborate with teachers on an ongoing basis to review student assessments and adjust classroom instruction and the instructional focus calendars as needed.	Principal, Assistant Principal, Reading Coach, teachers	8/28/2006	5/11/2007	Continuous Improvement Model	\$0.00
Survey staff and provide professional development that will directly impact reading achievement among K-5 students.	Principal, Assistant Principal, Reading Coach, Professional Development Committee	8/14/2006	12/15/2006	District Strategic Plan	\$0.00
Utilize an instructional focus calendar to address identified weaknesses among students in grades 3 - 5.	Principal, Reading Coach, teachers	8/14/2006	2/28/2007	Continuous Improvement Model	\$0.00
Utilize EduTest to target specific benchmarks and monitor student progress in grades 2-5.	Principal, Assistant Principal, Reading Coach, teachers	10/1/2006	5/18/2007	District Strategic Plan	\$6000.00
Utilize District Interim assessments to monitor student progress and guide instruction.	Principal, Assistant Principal, Reading Coach, teachers	10/1/2006	4/30/2007	District Strategic Plan	\$0.00
Utilize a co-teaching model to reduce student teacher ratio during Language Arts/Reading.	Principal, Teachers and Co-teachers	8/14/2006	5/30/2007	District Strategic Plan	\$120000.00
Utilize AR, STAR, Fast ForWord, and READ 180 to monitor students' independent reading	Principal, Assistant Principal, teachers and Reading Coach	8/14/2006	5/23/2007	District-wide literacy plan	\$0.00

progress.					
Provide after-school tutorial programs for identified struggling readers, specifically Level 1 and Level 2 students and Students with Disabilities.	Principal, Assistant Principal, teachers	10/1/2006	2/28/2007	Continuous Improvement Model	\$11000.00
Offer Saturday School to select students, including Students with Disabilities, in grades 3-5 to target specific reading deficiencies.	Principal, Assistant Principal, teachers	1/13/2007	2/24/2007	Continuous Improvement Model	\$11000.00
Utilize various research based programs such as Fast ForWord, Read 180, Voyager Passport, Soar to Success, and Early Success to address reading deficiencies among selected students, specifically Students with Disabilities, across all grade levels.	Principal, Assistant Principal, teachers, Reading Coach	8/14/2006	5/23/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading Series

Intervention Programs: Early Success, Soar to Success, Voyager, Fast ForWord, and Read 180

Professional Development

Teachers will have training provided in the following areas:

Houghton Mifflin Reading Series

Project CRISS

8-Step Continuous Improvement Model

Guided Reading and Differentiated Instruction

Comprehensive Research-Based Reading Plan

Evaluation

This objective will be evaluated using the scores from the 2007 FCAT Reading Test, District Interim assessments, and Test Ready assessments.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Improve math skills among all students

Needs Assessment

An assessment of the 2005-2006 FCAT Mathematics test data reveals that 75 percent of Students With Disabilities (SWD) did not score at or above grade level. As a result, this subgroup must improve their mathematics skills by a minimum of 31 percent in order to meet this year's state requirements. Other subgroups at risk of not meeting state requirements are Limited English Proficiency (LEP) and Economically Disadvantaged students. These two subgroups must improve their performance by at least 8 and 9 percent respectively in order to meet state requirements implemented for this school year. Data revealed that Geometry was the weakest content area for grade 3 students, Number Sense was the weakest content area for grade 4 students, and Data Analysis was the weakest content area for grade 5 students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a 2 percentage point increase in the percent of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Limited English Proficient Students will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged Students will improve their mathematics skills as evidenced by 56% of students meeting high standards in mathematics on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Mathematics Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine- week period throughout the 2006-2007 school year.	Principal, Assistant Principal, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize EduTest to target specific benchmarks, monitor student progress, and guide instruction in grades 2-5.	Principal, Assistant Principal, teachers	10/1/2006	5/30/2007	District Strategic Plan	\$6000.00
Survey staff and provide professional development that will directly impact math instruction and student achievement.	Principal, Assistant Principal, Professional Development Committee	8/14/2006	12/15/2006	District Strategic Plan	\$0.00
Target grade 2 students to promote the learning of multiplication tables 1-12 by the conclusion of grade 2.	Principal, Assistant Principal, 2nd grade teachers	3/19/2007	5/30/2007	District Strategic Plan	\$0.00
Collaborate with teachers on an ongoing basis to review student assessments and adjust instructional focus as needed.	Principal, Assistant Principal, teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize District Interim assessments to monitor student progress and guide instruction.	Principal, Assistant Principal, teachers	10/1/2006	4/30/2007	District Strategic Plan	\$0.00
Provide additional assistance through tutoring and pull-out sessions to select students, specifically Level 1 and Level 2 students in	Principal, teachers	1/8/2007	2/28/2007	Continuous Improvement Model	\$0.00

grades 4 and 5.					
Offer Saturday School to select students in grades 3-5 to target math deficiencies.	Principal, Assistant Principal, teachers	1/13/2007	2/24/2007	Continuous Improvement Model	\$11000.00
Provide after-school tutoring program for Level 1 and Level 2 students.	Principal, Assistant Principal, teachers	10/1/2006	2/28/2007	District Strategic Plan	\$11000.00
Utilize Compass Learning Odyssey Math software to reinforce math skills among students in grades 3 - 5.	Principal, Assistant Principal, teachers	10/1/2006	5/30/2007	District Strategic Plan	\$35000.00

Research-Based Programs

Core Program: MacMillan/McGraw-Hill Mathematics Series

Professional Development

Teachers will have training provided in the following areas:

MacMillan/McGraw-Hill Mathematics Series

8-Step Continuous Improvement Model

District workshops offered by the Division of Mathematics and Science.

Evaluation

This objective will be evaluated using the scores from the 2007 FCAT Mathematics Test, District Interim assessments, and Test Ready assessments.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Improve writing skills among all students

Needs Assessment

Combined scores on the 2006 FCAT Writing Test indicate that 37% of students in grade four did not score at Achievement Level 3.5 or higher. Further analysis reveals that 24% of students who were administered the Expository writing prompt did not score at Achievement Level 3.5 or higher, and that 50% of students who were administered the Narrative writing prompt did not score at Achievement Level 3.5 or higher.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by an increase of 2 percent of the students scoring at or above Achievement Level 4.0 on the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Houghton Mifflin Reading & Writing Workshop to enhance and focus on the writing process. Implement culminating activities to emphasize publishing.	Principal, Assistant Principal, Reading Coach, teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement a Vocabulary segment on the morning announcements coupled with daily activities to be conducted within the classroom.	Principal, Assistant Principal, Reading Coach, Media Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize pre, mid, and post test results to identify and address low performing students.	Principal, Assistant Principal, Reading Coach, teachers	9/5/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide tutorial programs for select students in grade 4 to address specific writing needs.	Principal, Assistant Principal, Reading Coach, teachers	10/1/2006	2/28/2007	Continuous Improvement Model	\$11000.00
Provide teachers with opportunities to attend professional development institutes and in-services for Writing+ requirements.	Principal, Assistant Principal, Reading Coach, District	8/14/2006	4/30/2007	District Strategic Plan	\$0.00
Model writing lessons that provide teachers with strategies (CRISS), tips, and resources to be used in the writing process.	Principal, Reading Coach	9/11/2006	5/30/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Core Program: Houghton Mifflin Reading Series (Reading & Writing Workshop)

Supplemental Resources: Write Time for Kids

Professional Development

Teachers will have training provided in the following areas:

Houghton Mifflin Reading & Writing Workshop

CRISS

Writing Across the Curriculum

Evaluation

This objective will be evaluated using the scores from the 2007 FCAT Writing Test, Pre and Post District FL Writing+ Assessments, and a school wide mid-year writing assessment.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Improve student performance in Science

Needs Assessment

Results from the 2005-2006 FCAT Science Test indicate that the 26% of grade 5 students scored at Level 3 or above; 4% less than the District's percent of grade 5 students scoring at Level 3 or above. Results also indicate that the weakest content cluster for grade 5 students was Earth and Space. However, when compared to the District's mean points earned by content area, grade 5 students scores equaled that of the District exempt in the area of Life and Environmental, which was 1 point lower than the District's.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their science skills as evidenced by a 25 percentage point increase in the percent of students meeting high standards on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Science Curriculum Pacing Guide to ensure that all SSS Benchmarks are covered during the appropriate nine week period throughout the 2006-2007 school year.	Assistant Principal, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Emphasize the use of the scientific method throughout instruction to enhance problem solving and critical thinking skills.	Assistant Principal, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a school-wide Science Fair to reinforce the integration of the scientific method throughout the curriculum.	Assistant Principal, Science Fair Committee	4/1/2007	4/30/2007	District Strategic Plan	\$0.00
Ensure that adequate time for science instruction, as required by the Student Progression Plan, is scheduled for every teacher.	Assistant Principal	8/3/2006	9/8/2006	District Strategic Plan	\$0.00
Expose students in grades three through five to environmental studies and issues through their participation in field trips highlighting environmental concerns.	Assistant Principal, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize data from teacher assessments and EduTest to assess student needs and plan instruction.	Assistant Principal, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Core Program: McGraw Hill Science Series

Supplemental Resources:FOSS kits and Test Ready

Professional Development

Teachers will have training provided in the following areas:

Best Practices in Mathematics and Science

FCAT Science Specifications

Florida Curriculum Framework for Science

Full Option Science Systems (FOSS)

Evaluation

This objective will be evaluated using the scores of the 2007 FCAT Science Test and results from Test Ready pre and post tests.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Increase parental involvement

Needs Assessment

Data regarding parental involvement for the 2005-2006 school year reveal that the number of school-related activities for parents increased from 18 to 37, but the average attendance per event decreased from 122 parents to 94 parents. This may suggest the need to decrease the number of events offered to parents in order to maintain a high level of parent participation at school-sponsored events.

Measurable Objective

Given a schoolwide focus on parental involvement, parent participation in school activities and student learning will be solicited as evidenced by a 2% increase in the number of parents attending school-related events during the 2006-2007 school year as documented by event attendance logs when compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish and maintain positive parent communications regarding school programs, children's progress, and additional resources available for their use.	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct parent meetings that will be useful and informative in best assisting their child with academic requirements.	Principal, CIS, and Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a mid-year report card night to encourage and sustain parental involvement throughout the school year.	Principal, Assistant Principal, Teachers	1/22/2007	2/7/2007	District Strategic Plan	\$0.00
Ensure that the Family Literacy Center is accessible to all parents and students to provide additional assistance and resources to promote student achievement and parental assistance.	Principal, Assistant Principal, FLC staff	8/14/2006	5/30/2007	District Strategic Plan	\$36000.00
Utilize the Community Involvement Specialist to survey the needs of parents and be a liaison between teachers and parents.	Principal, Assistant Principal, Teachers, CIS	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00

Research-Based Programs

National Parent Teacher Association (PTA) Standards for Parent/Family Involvement

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the attendance rosters at school-related events during the 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Create and maintain a safe and disciplined learning environment for staff and students

Needs Assessment

Results from the school climate survey and the data from the school's suspension report revealed that overall student discipline was good and did not warrant critical concern. Although the number of student injuries decreased to 170 during the 2005-2006 school year from 220 during the 2004-2005 school year, student injuries remain a concern. Continuing to reduce student accidents is a priority, especially considering that many of the student accidents were unnecessary and could have been avoided if simple rules were followed.

Measurable Objective

Given a schoolwide focus on safety, the number of student injuries during the 2006-2007 school year will be reduced by 1% compared to the number of student injuries during the 2005-2006 school year as evidenced by the number of injury reports recorded in the Accident System.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Discuss the contents of the Code of Student Conduct with all students.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Communicate student rules and expectations to parents during Open House and throughout the year.	Principal, Assistant Principal, Teachers	9/12/2006	9/14/2006	District Strategic Plan	\$0.00
Create clear and simple rules for students to follow within the classroom and throughout the building.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that students are closely supervised while engaged in any physical activity.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Distribute the Code of Student Conduct to parents and students.	Principal, Assistant Principal, Teachers	10/1/2006	10/31/2006	District Strategic Plan	\$0.00
Place student patrols during morning line-up and dismissal to assist in monitoring various areas of the building.	Principal, Assistant Principal, Patrol Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that P.E. teachers clearly establish safety precautions as students are introduced to and engage in various conditioning and athletic skills.	Principal, Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the school's injury report for student accidents during the 2006-2007 school year.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Increase technology literacy among staff and students to enhance learning and communication

Needs Assessment

Based on the results from the STAR survey and feedback from teachers, many of our students have limited access to computers and various technologies outside of the school. Finding ways to encourage parents to take advantage of the resources available at the Family Literacy Center appears to be very challenging. During the school day it is important to expose students to technology and have them engage in activities and projects that require the use of various technologies that will facilitate learning, critical thinking, and problem solving.

Measurable Objective

Utilizing the National Educational Technology Standards as a framework for planning and facilitating instruction across all grade levels, students will be able to utilize various technologies to facilitate academic achievement throughout the 2006-2007 school year and promote lifelong learning.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a computer lab schedule for all classes in grades one through five.	Assistant Principal	10/1/2006	5/30/2007	District Strategic Plan	\$0.00
Plan lessons and activities that incorporate the use of various multi media technologies.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage the use of the Family Literacy Center where computers are accessible to parents and students.	Administration, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop project(s) for intermediate grades that will require the use of various multi media technologies.	Administration, Intermediate Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Equip all classrooms with at least three computers.	Administration, Computer Technician	8/14/2006	10/31/2006	District Strategic Plan	\$35000.00

Research-Based Programs

Read 180, Waterford and Fast ForWord

Professional Development

Provide teachers ample opportunities to attend district workshops that will better enable them to integrate technology into student activities and lessons. Provide technical support to teachers as needed.

Evaluation

This objective will be evaluated by using the STAR survey and by an increase in the technology driven lesson plans and student projects utilizing technology.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Enhance overall student health and fitness among students in grades two through five.

Needs Assessment

Results from the 2006 FITNESSGRAM indicate that overall awareness of good nutrition and physical fitness among fourth and fifth grade students improved significantly compared to 2005 FITNESSGRAM results. During the 2005-2006 school year 57% of fourth and fifth grade students tested received an award; an increase of 5% from the previous year. However, the need to inform parents and students of what constitutes good nutrition in order to promote a healthy diet among students remains.

Measurable Objective

Given instruction using the Sunshine State Standards for Health and Physical Education, students in grades four and five will improve their performance by 1 percentage point on the 2007 administration of the FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Review physical education lesson plans to ensure they are aligned with the Sunshine State Standards.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that students attending P.E. are exposed to various conditioning activities that will prepare them for the FITNESSGRAM.	Principal, Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule thirty minutes of daily Physical Education (P.E.) for all grade two through five students.	Principal, Assistant Principal	8/3/2006	8/11/2006	District Strategic Plan	\$0.00
Ensure the P.E. Teachers have opportunities to attend physical education workshops provided by the District.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disseminate FITNESSGRAM information to fourth and fifth grade parents.	Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that P.E. teachers meet regularly to discuss overall program, student needs, and ensure there is continuity in instruction across all grade levels.	Principal, Assistant Principal Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

District Physical Education Workshops

Evaluation

This objective will be evaluated using the results from the 2006 FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Enhance overall student awareness in the arts

Needs Assessment

After consulting with the Music and Art teachers, student participation in various art and music activities, competitions, and events throughout the 2005-2006 school year was good. All of our intermediate students, grades 3-5, participated in approximately 4 Art contests. Approximately, 80% of our student population participated in various school-wide and district music events and activities. Increasing the number of students who participate in art and music activities/competitions as well as the number of events that Kensington Park students participate in throughout the 2006-2007 school year should be a goal.

Measurable Objective

Given instruction using the Sunshine State Standards for Music and Art, the number of students in grades two through five participating in art contests and music events will increase 1% during the 2006-2007 school year as compared to the number of students who participated during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide field trips to theatrical performances (i.e. concerts,symphony).	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide field trips that expose students to various art forms (i.e. museums,exhibits)	Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to perform in school activities and performances.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase student participation in the school chorus.	Principal, Assistant Principal, Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide opportunities for students to enter art contests.	Principal, Assistant Principal, Art Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated by the increase of student participation in arts related field trips, activities, and performances held during the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Kensington Park Elementary School will increase its ROI index to improve the value and cost effectiveness of its programs

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2003 Kensington Park Elementary School ranked at the 37th percentile on the State of Florida ROI index.

Measurable Objective

Kensington Park Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2004 to the 31th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

This objective will be evaluated using the results from the next State of Florida ROI index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

After careful review of last year's expenditures, the EESAC made recommendations for spending during the 2006-2007 school year that are consistent with previous purchases that have supported and enhanced student achievement.

Training:

Based on the needs of the staff, the EESAC will assist in providing and recommending professional development for instructional and non-instructional staff.

Instructional Materials:

The EESAC has been, and will continue to be, very supportive in providing supplemental materials needed to enhance classroom instruction based on the needs of the school.

Technology:

After discussing and reviewing the technological needs of the school, the EESAC purchased EduTest, an assessment tool used for reading, mathematics, and science. Considering that Professional Development was purchased and provided last year, it was concluded that it would not be necessary for this year. However, the program was purchased for two years at a reduced cost.

Staffing:

Realizing the importance of our co-teaching model and tutoring, the EESAC agreed to assist in providing additional funds, if needed, to adequately staff these support services. Furthermore, the EESAC is willing to provide any additional support and assistance to staff as the year progresses.

Student Support Services:

The EESAC will give input regarding strategies that may be implemented throughout the school year in order to enhance services and support provided to students and parents. Counselors and outside assistance agencies will be key players in providing these services and support to identified students.

Other Matters of Resource Allocation:

The EESAC is willing to support the school in any capacity needed in order to facilitate the School Improvement Plan's objectives and provide the student body with incentives for attendance and academic achievement.

Benchmarking:

The EESAC will be instrumental in developing efficient and effective ways to best monitor student progress to ensure academic success throughout the 2006-2007 school year.

School Safety & Discipline:

As safety and discipline are high priorities, the EESAC will support the school's efforts in maintaining a learning environment that is safe and secure for all stakeholders, as promoted in the Student Code of Conduct.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$148,000.00
Goal 2: Mathematics	\$63,000.00
Goal 3: Writing	\$11,000.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$56,000.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$35,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$313,000.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent